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AUTHOR	Buteau, M. F.; And Others
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ABSTRACT

The first in a planned series of three annual evaluations of an innovative French second language program in a Quebec (province) school district includes a brief program description, discussion of the evaluation methodology, and presentation of the results of the Spring, 1984 testing that is the focal point of the evaluation. The evaluation consists of a comparison of grade 3 and 4 student performance and student perceptions of achievement and performance in French in the Lennoxville enriched language program, which is based on a thematic modular cyclic approach, and in two other districts (only one district was used for grade 3 comparison). The evaluation instruments were French listening and reading comprehension tests, verbal interaction analysis, and a pupil attitude questionnaire. The results indicate that students in the district under consideration performed considerably better than students following regular English programs on provincially monitored language tests, and as well in French reading as students following an enriched program in another district. Student attitudes about language use were found to be more positive than those in the comparison group. (MSE)

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FIRST ANNUAL REPORT

EVALUATION OF THE FRENCH SECOND LANGUAGE PROGRAM

LENNOXVILLE DISTRICT SCHOOL BOARD

-1984-

M.F. BUTEAU AND H. GOUGEON

in collaboration
with L. Tetreault

FACULTY OF EDUCATION

McGILL UNIVERSITY

MONTREAL, QUEBEC

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1. INTRODUCTION

This is a first in a planned series of three annual reports on the evaluation of an innovative French Second Language Program implemented in the schools of the Lennoxville District School Board. These reports will deal with the second phase of a testing program where the focus will be primarily on student performance in French and perceptions of achievement and performance in this, their second language.

This report includes a brief description of the programs, the methodology of evaluation and a presentation and discussion of results obtained during the Spring, 1984 testing program.

2. DESCRIPTION OF PROGRAMS

The lack of complete information precludes an exhaustive description of the enriched French programs that have been developed and implemented in Lennoxville (Board A) and in the school board used in the comparison (Board B). However, information gathered from verbal discussion and fragmentary written documents can be used to identify some similarities and differences existing between the two programs.

In both school boards, French seems to be taught according to the approach and objectives recently formulated by the Ministry of Education. Also, in both systems, an extended French program model, based on a sixty-minute daily period has been adopted. This model emphasizes the priority which should

be given to the teaching of linguistic elements and language skills during the French period. Thus, it differs from other French programs partly or totally oriented towards the learning of the various branches of knowledge through French instruction. In addition, in the two extended programs under consideration, teachers seem to use locally prepared materials and supplement these as specific needs become identified.

The two programs seem to be formulated differently. That of the Lennoxville District School Board is based on a "thematic modular cyclic approach".[1] Rationale, goals and objectives are clearly stated. Objectives reflect attitudinal, linguistic and cultural concerns. They encompass expression and comprehension of oral and written language. The program organization describes the components and interrelations of the modules as well as the type of teaching materials and procedures to be used in the classroom. Modules differ in specific objectives and content but follow a basic organizational structure including texts, pictorial illustrations, songs, lists of classified vocabulary, grammar structures, conjugation patterns, phoneme-grapheme correspondence, et cetera. They also include the percentage breakdown allocated to oral and written expression and to auditory and reading comprehension. Samples of test items are provided within the module.

On the other hand, the documents received from the school board which provides the comparison groups at Grades 3 and 4 are somewhat less substantial and explicit. In general they adhere to the functional approach advocated by the Ministry. The Level 3 program is on a continuum with Kindergarten and Levels 1 and 2. Themes are articulated from grade to grade and subthemes from month to month. There are lists of possible statements and utterances which teachers are expected to introduce and reinforce throughout the levels. It is anticipated that this practice should enable the learner to express such typical functions as seeking information, identifying and locating persons and things, and giving orders. The Level 4 program is organized around themes with the stated intention of covering one a month.

For each monthly theme, new and previously taught structures are enumerated, the latter for the sake of reinforcement of learning. Each structure is followed by a model consisting of a question and corresponding affirmative and negative answers. This type of content seems to emphasize oral expression. Available documents provide no additional information concerning teaching strategies or evaluation procedures.

Even on the assumption that teachers are equally knowledgeable about new communicative trends in language teaching and equally competent in applying them in their

classrooms, it is possible to conclude that the students in the two school boards are taught different programs.

A third group at Grade 4 from a Montreal Island School Board has been included in the analysis. This group is taking Social Studies in French, using the program followed by Grade 4 students within the French system. In addition, these students take a thirty minute per day period in French as a Second Language. These same students had participated in a Bilingual Kindergarten program (a half-day in English, a half-day in French) and had taken, from Grades 1 through 3, an Integrated Social Studies program in French where the focus was on content but with attention to language.

3. TESTING INSTRUMENTS

The following is a description of the testing instruments administered to the Grade 3 or Grade 4 students who took part in the study.

French Auditory Comprehension (M.E.Q. French Test)

The test under consideration is labelled Test of In-and-Out of School Learning, Elementary 3, Auditory Comprehension, French as a Second Language. It is fully described in document M.E.Q.-634-237.

It is a group test designed for Elementary Grade 3 English-speaking students taking the French as a second language core program. It aims at measuring auditory comprehension of French messages in their linguistic (form and code) and referential aspects.

The test is made up of 35 questions subdivided into four parts each corresponding to specific linguistic objectives:

Part One: comprehension of simple statements (15 questions)
Part Two: comprehension of interrogative sentences (10 questions)
Part Three: comprehension of directives (3 questions)
Part Four: comprehension of functional and situational sequences (7 questions)

The test is administered completely with the aid of a taped recording which lasts 35 minutes in all. Each question is repeated twice and an example is provided at the beginning of each section. No part of the tape may be played back. Students' materials include a student's booklet, an answer sheet and a black pencil.

The Test Manual provides test statistics for the whole test as well as for each part, based on a sample of 2131 students, taken from the total Grade 3 population and on a sample of 341 students drawn from the Grade 3 population of non-francophone students. The statistics include the mean, standard deviation, mode, median, and range. The item analysis is also presented with the percent of success and the R bis coefficient for each item with reference to each of the two above-mentioned samples. In addition, conversion tables facilitate conversion of raw scores into stanines, percentile ranks, and standard scores for the whole test and for each part.

In conclusion it may be noted that the authors remind users of the test of two considerations concerning the interpretation of results. First, the test takes into account both in and out of school learning. Second, the test is a multiple choice type which taps a decoding of messages rather than real comprehension as is the case in authentic communicative situation. This is one of the inherent limits of objective testing.

In the present study, results include the total number of correct answers, the total number of questions left unanswered (blanks) and the percent correct calculated on the total number of questions attempted.

French Reading Comprehension Test (OISE)

This is the third of the four levels covered by the Tests de Lecture battery (French Reading Comprehension Tests for Grades 2 to 6) which was elaborated in the context of the longitudinal evaluation of French immersion and bilingual education programs in Ontario carried out by the Bilingual Education Project of the Modern Language Center at the Ontario Institute for studies in Education.[2]

It consists essentially of short passages followed by multiple-choice questions based on the content. According to the Test Manual, "the passages were either adapted from already published material or written by a specialist in

children's literature". The questions are designed to test inferential as well as literal French reading comprehension. As this is a measure of second language reading skill, it is obvious that scores depend on knowledge of French vocabulary and structure as well as the general ability to decode written language and supplement details from general meaning. As low scores may be associated with deficiency in either or both of these factors, additional information on pupils' French oral proficiency and English reading level would be useful for adequate assessment of pupils' ability to read French.

The Grade 4 test is to be administered within thirty minutes. It is made up of nine passages and thirty-four multiple-choice questions. Preliminary instructions given in English provide for the opportunity to practise answering one question on a sample passage. The nine passages vary in length from 9 to 24 lines comprising approximately 1100 words. They cover a variety of genres: biographical and geographical notes, fables, narratives including descriptions of settings and characters as well as dialogues and verbalized thought. All contain compound and complex sentences. The present tense prevails but there are many instances of other verbal forms such as the simple past, the imperative and the subjunctive present. The questions are worded in lexical and structural forms that differ from the linguistic forms used in the

passages; pupils cannot depend on automatic cues in their responses.

The Test Manual provides a table of percentile ranks based on a mean total score of 21.39 (S.D. 7.33) yielded by a Canada-wide sample of 657 predominantly English-speaking students about to complete a Grade 4-program in the context of a bilingual education curriculum. In the present study, the scoring of the test takes into account not only the total number of correct answers (maximum raw score 34), but also the number of correct answers on the first five passages, identified as part one (18 questions) and on the last four passages, identified as part two (16 questions). In addition, with a view to identifying good but slow readers, the number of questions left unanswered was recorded and the percent correct was calculated on the basis of the number of questions attempted.

Verbal Interaction Analysis

This technique is an adaptation of that developed for the classroom by Flanders.[3] It is an observational tool which focuses the observer's attention on the frequency and direction of verbal exchanges between pupil and teacher and pupil and pupil. Verbal events (pupil statements, questions, commands, exclamations) through which the child attempts to communicate his thoughts are recorded on a grid. In view of the fact that only one pupil is observed at a time, verbal behavior and any

paralinguistic behavior can be reported in detail. An observer familiar with the classroom routine and trained in the use of the grid, stays close to the pupil for a period of ten minutes, recording utterances, in as much detail as possible, then moves on to a second pupil.

Observations were conducted by two trained observers during the French period. Eight anglophone pupils were selected as subjects prior to the observation session. Each was observed for a total of twenty minutes in two ten-minute non-consecutive blocks of time. Pupils in two classes were involved in the observation. One class was located within the Lennoxville School Board and the second class within a Montreal area school which was following an enriched French program.

Pupil Attitude Questionnaire

This is a two-part questionnaire administered for the purpose of determining in a global way the pupil's interest in, enjoyment of, and desire to use French within and outside the school setting. In Part 1, the pupils must respond "yes" or "no" to statements about the relative difficulty of the second language and interest in pursuing the study of the language. Part 2 provides a statement with a multiple-choice response in which the pupils can indicate the extent of their commitment to the use of the language and their interest in using the language in situations outside the school setting.

Because it is the intention of the investigators to use this questionnaire again, it was not reproduced in this report.

4. METHODOLOGY

The comparison groups and the method of collecting and analysing data are described below.

4.1 COMPARISON GROUPS[4]

Because appropriate comparison groups were not available within the Lennoxville school district, it was necessary to seek such groups in other school districts. As a result of discussions with officials within the Lennoxville Board, a second rural board - Board B - was identified as being socio-economically and demographically comparable to Lennoxville. The populations of Grades 3 and 4 in both boards were administered group tests. Subgroups were identified prior to analysing the data.

A third group at the Grade 4 level consisted of a class of Montreal area students within Board C taking Social Studies in French and a daily thirty-minute period in French as a Second Language.

The numbers tested at each grade are indicated on the tables of means provided at the end of this report.

4.2 DATA COLLECTION

The group testing in Board B was conducted by a recent graduate of the Bachelor of Education program who was familiar

with the area and who had reviewed the tests and testing procedures with a member of the research team.

At Lennoxville and within the Montreal-area school in Board C, group and individual tests were administered by two graduate students who had been trained in the administration of the tests.

For the most part, testing was conducted during the first few weeks of May, 1984.

4.3 DATA ANALYSIS

An ANOVA (analysis of variance) procedure was used to test differences between group means on the M.E.Q. examinations, on the French Reading test and on Pupil Attitude Questionnaire totals. Individual questions on the attitude questionnaire were subjected to a chi-square analysis. Total scores and subscores of the French Reading test were correlated with total and part scores of the Pupil Attitude Questionnaire.

5. RESULTS

Results are presented separately for Grades 3 and 4. Tables can be found at the end of this report.

5.1 GRADE THREE

As indicated in Table 1, there is a significant difference between means on only one of the subscores of the M.E.Q. French examination for regular Grade 3 students. The mean for blanks is significantly greater for Board B than Board A. This

between-Board difference is reflected in the results for both males and females (Table 2).

The mean for the total score obtained by the Lennoxville group is nearly one standard deviation above the mean reported for nonfrancophone students in the standardization sample (MEAN=22.99; SD=7.07). The mean for the global English sample is somewhat higher (MEAN=24.42; SD=7.54) than that of the nonfrancophone sample but still below that obtained by the Lennoxville group.

5.2 GRADE FOUR

For regular Grade 4 students there is only one between-Board difference on the OISE Reading test which reaches significance. The mean for blanks is significantly greater for Board B than Board A (Table 3). This difference is a function of a between-Board difference in female scores (Table 4). There is no between-Board difference in the performance of males. In addition, as indicated in Table 6 there is no significant difference between the means of all females (Board A and Board B) and all males (Board A and Board B). The majority of students achieve scores obtained by students at the lowest third of the standardization sample of French Immersion students. Given the limited time devoted to French after kindergarten, this result is not unexpected.

On the Pupil Attitude Questionnaire, there is a significant difference at least at .05 level between Boards on the

total and on [illegible]n of the part scores (Table 3). These differences are reflected in the results for females (Table 4) but to a lesser extent in the results for males where only the difference on Part 1 reaches significance at the .05 level (Table 5). In all cases where there is a significant difference, this difference favours Board A over Board B. On the total score and on Part 2, females attain a significantly greater mean score than males (Table 6).

Results for individual questions using chi-square are presented in Table 7. Twelve of the chi-squares reach significance. Where significance is not reached, most of the results reflect a more positive attitude in Board A as compared to Baord B. Board A provided the more favourable response to statements such as the following:

- I look forward to the French period everyday.
- I would like to have more school time for French.
- I find studying French
  (a) very interesting
  (b) not interesting at all
  (c) no more interesting than most subjects
- If I had the choice between a French camp or an English camp, I would
  (a) choose the French camp
  (b) choose the English camp
  (c) choose either camp - the language spoken doesn't matter.

With the exception of two questions, correlations between total, part and individual item scores on the questionnaire and total and part scores on the French Reading Test were below

.20. The two questions which correlated .38 and .36 with the total reading score dealt with the extent to which the students perceived themselves more or less able in French compared with others in their grade.

The results of comparisons between each Board's Special Education students are presented in Table 8.

In general the pattern of results is similar to that obtained for the regular students. The one major exception is Part 1 of the Pupil Attitude Questionnaire where, unlike the comparison between regulars, there is no significant difference between means obtained by the pupils in each Board. The greater standard deviation (S.D.) in Board B appears to be a function of responses by two students whose selection of the extreme position on each question raised questions as to the validity of results in these two cases.

The results of the observations for the Verbal Interaction Analysis conducted during the French periods in one Lennoxville classroom are summarized in Tables 9 and 10.

Table 9 contains a breakdown of verbal events. A "verbal event" refers to an utterance (e.g. statement, question, command, exclamation) through which a pupil attempts to communicate his/her thoughts. Proper names, repetitions of words or phrases, words unspecified as to language are not included in the corpus. In the context of social interactions these utterances can be viewed as "exchanges" (Table 10).

Inspection of Table 9 reveals that on a total of 271 recorded verbal events about 73 percent were produced in French and that during the French period, the girls speak more frequently than the boys and they use more French than English.

Examination of the total verbal interaction pattern in Table 10 reveals that exchanges with the teacher slightly outnumber exchanges with other pupils. The analysis of the conversation network with the teacher indicates that students use French almost exclusively when they speak with her (143: 147) and that their contribution to the exchange consists in responding about four times as frequently as taking the initiative in the conversation. In initiating conversation in French, the boys outnumber the girls in the ratio 2 to 1; in responding they are outnumbered by the girls in the ratio 2:3.

General conversation with classmates consists of seven times as many cases of initiating as cases of responding but, in French, students initiate conversation only four times as frequently as they respond. However they respond twice as frequently in French as they respond in English. The between-sex difference in the pattern of response is about the same as that identified in the verbal interaction with the teacher.

Comparison of the interaction patterns with their teacher and with other classmates shows that whether students respond

to their teacher or to their classmates, they use French more frequently than English, that they initiate conversation in French more frequently with their classmates than with their teacher but in initiating general conversation with their classmates they use English more frequently than French.

These results compare favourably to those obtained in the Montreal, Grade 4 classroom where pupils were exposed to approximately the same amount of instruction in French as were the Lennoxville pupils. Although the pattern is similar, there is an instance where the Lennoxville class appears to have an advantage and that is in interaction with the teacher. At Lennoxville 97 percent of this aspect of the interaction is in French as compared to 88 percent in the comparison class. This difference appears to be a function of the difference between the two classes in the extent to which conversations with the teacher are initiated in French. These are more frequent in Lennoxville as compared to the comparison class (93% versus 50%).

A detailed comparison is not presented in this report because the authors do not wish to give undue weight to a comparison which might be misleading because it is based only on one set of observations. This observational tool is more appropriately used to monitor the development of a particular class's verbal interaction over time. The one-time nature of the testing undertaken for this study precluded observing development within the class.

6. SUMMARY AND DISCUSSION

On aspects of proficiency and achievement in French tapped by the M.E.Q. Examination and the French Reading Test (OISE), analysis of the data has revealed no statistically significant differences between means obtained by pupils in Board A and those obtained by pupils in Board B. In the case of the M.E.Q. Examination, a comparison with provincial norms reveals that Grade 3 pupils in both Boards achieve mean results which are substantially higher than those obtained by pupils in English schools. As regards the French Reading Test, Grade 4 pupils in each Board achieve a mean which places each group at the lowest third when compared to a normative sample consisting of students who have participated in French Immersion programs. Although the focus of instruction has been on the development of French oral skills, reading is taught in both programs and this instruction appears to have effected similar results as measured by the standardized French reading test. Improved performance is anticipated as oral language skills are enhanced and as reading in the second language is given more attention within the curriculum.

Although no important differences between Boards were in evidence, this does not mean that differences in aspects of achievement and performance in French other than those assessed to date do not exist. Communicative competence, for example,

is one area which will receive attention in subsequent testing sessions.

On aspects of pupil attitude toward French acquisition and toward French usage, the students in Lennoxville convey significantly more favourable attitudes than do those in the comparison Board on twelve of the thirty-four questions. Although the role a positive attitude plays in motivation to learn French has not been fully understood, there is little doubt that most researchers consider this factor to be a positive influence in second language learning.

The extent to which French was used as a vehicle of communication was observed for a sample of eight anglophone pupils during the French period in one Lennoxville Grade 4 classroom. During a total of 160 minutes of observation, a substantial amount of pupil-initiated conversation took place in French. This augurs well for the development of the habit to use French spontaneously which is a major long-term goal within any second language program.

In the present study, there is no attempt to take general intelligence, linguistic background or first language competence into consideration. Although a previous effort to determine language background was not as successful as had been anticipated, given that it is such an important factor, another attempt will be made to obtain an accurate reporting on all or a subsample of the population.

Another area of concern is the selection of appropriate comparison groups. Where, a few years ago, pupils following an FSL program within the regular English classroom were the accepted comparison group, because of the number of new "enriched" and "innovative" French as a second language experiences, such a group is increasingly difficult to find. Where a group such as the one in Lennoxville would probably have performed significantly better than one following the traditional FSL program of 20 to 30 minutes a day, any difference between the present Grade 3 and Grade 4 groups and others following enriched FSL programs are more difficult to detect. With the proliferation of modified FSL programs, comparisons with any groups following the conventional FSL program may well be or may soon become inappropriate or uninteresting.

In conclusion, then, the pupils of the Lennoxville School Board appear to be performing considerably better than pupils following regular English programs on provincially monitored language tests and as well in French reading as pupils following an enriched program within another Board. On aspects of attitude which touch on their perceptions of and desire to use the French language, Lennoxville students manifest more positive attitudes than do students in the comparison group. Given current thinking on the topic, it is legitimate to expect that a positive attitude will help to motivate students

to make use of every opportunity to enhance their language skills. It is generally recognized that a willingness to apply, in authentic situations, what has been acquired in school is one of the most promising factors in second language growth.

NOTES

1. Boulos, A., Program Description, "Je le dis en francais". Unpublished document.

2. Barik, H.C. and Swain, Merrill, in collaboration with Brigitte Schloss, Tests de Lecture (French Reading Comprehension Tests for Grades 2 to 6) Test Manual, Toronto: OISE, 1979 p.1.

3. Flanders, N.A., Analysing Teacher Behavior, N.Y.: Addison-Wesley, 1970.

4. The authors of this report wish to thank the administrators, teachers and pupils whose cooperation made this evaluation possible.

TABLE 1

M.E.Q. EXAMINATION

DIFFEPENCES BETWEEN MEANS FOR REGULAR GRADE 3 STUDENTS IN SCHOOL BOARD A (LENNOXVILLE) AND SCHOOL BOARD B

VARIABLES:	SCHOOL BOARD A (N = 101)	SCHOOL BOARD B (N = 75)	F	PR >F
	MEAN	MEAN		
TOTAL SCORE	28.41	29.15	.94	.3349
STATEMENTS	13.41	13.61	.51	.4748
QUESTIONS	8.19	8.05	.16	.6854
DIRECTIVES	2.32	2.37	.92	.3458
CONTEXT	4.82	5.11	1.44	.2315
PERCENT	80.88	84.04	1.93	.1668
BLANKS	.100	.449	8.95	.0032

TABLE 2

M.E.Q. EXAMINATION

TABLE OF MEANS FOR MALES AND FEMALES BY BOARD

FOR REGULAR GRADE 3 STUDENTS

VARIABLES:	MALES		FEMALES	
	BOARD A (N = 43)	BOARD B (N = 36)	BOARD A (N = 58)	BOARD B (N = 39)
TOTAL	27.05	29.19	29.41	29.10
STATEMENTS	12.88	13.58	13.79	13.64
QUESTIONS	7.95	8.11	8.36	8.00
DIRECTIVES	2.32	2.39	2.32	2.36
CONTEXT	4.23	5.11	5.26	5.10
PERCENT	76.67	84.11	84.00	83.97
BLANKS*	.11	.42	.09	.47

*Only variable for which the F value between boards reaches significance ($p < .05$ for each sex)

TABLE 3

DIFFERENCES BETWEEN OBTAINED MEANS FOR REGULAR GRADE 4 STUDENTS IN SCHOOL BOARD A (LENNOXVILLE) AND SCHOOL BOARD B

	BOARD A			BOARD B				
VARIABLES:	$\bar{X}$	SD	(N)	$\bar{X}$	SD	(N)	F	PR >F
READING (OISE)			(111)			(89)		
TOTAL	13.05	5.98		12.33	7.43		.56	.4560
PART 1	7.26	3.27		7.33	4.13		.03	.8745
PART 2	5.79	3.57		4.99	4.07		2.14	.1451
BLANKS	3.08	6.07		6.24	8.29		9.63	.0022
PERCENT	42.95	17.84		44.47	21.11		.32	.5739
ATTITUDE			(109)			(91)		
TOTAL	35.18	9.35		31.90	8.88		6.35	.0125
PART 1	10.02	2.59		8.89	2.85		8.46	.0040
PART 2	25.16	7.46		23.01	6.74		4.42	.0367

TABLE 4

DIFFERENCES BETWEEN OBTAINED MEANS FOR REGULAR GRADE 4 FEMALES IN SCHOOL BOARD A AND FOR REGULAR GRADE 4 FEMALES IN SCHOOL BOARD B

	BOARD A		BOARD B			
VARIABLES:	$\bar{X}$	N	$\bar{X}$	N	F	PR >F
READING (OISE)		(60)		(43)		
TOTAL	13.80		12.26		1.39	.2415
PART 1	7.52		7.33		.07	.7932
PART 2	6.28		4.93		3.32	.0713
BLANKS	2.68		7.07		9.76	.0023
PERCENT	43.93		44.93		.08	.7778
ATTITUDE		(57)		(46)		
TOTAL	37.23		33.00		6.06	.0155
PART 1	10.26		9.11		4.28	.0412
PART 2	26.96		23.89		5.64	.0195

TABLE 5

DIFFERENCES BETWEEN OBTAINED MEANS FOR REGULAR GRADE 4 MALES IN SCHOOL BOARD A AND FOR REGULAR GRADE 4 MALES IN SCHOOL BOARD B

	BOARD A		BOARD B			
VARIABLES:	$\bar{X}$	N	$\bar{X}$	N	F	PR >F
READING (OISE)		(51)		(43)		
TOTAL	12.18		12.40		.03	.8743
PART 1	6.96		7.35		1.48	.2263
PART 2	5.22		5.05		.26	.6114
BLANKS	3.55		5.35		.05	.8312
PERCENT	41.80		43.98		.25	.6168
ATTITUDE		(52)		(45)		
TOTAL	32.94		30.78		1.29	.2595
PART 1	9.75		8.67		4.17	.0440
PART 2	23.17		22.11		.48	.4879

TABLE 6

DIFFERENCES BETWEEN OBTAINED MEANS FOR REGULAR GRADE 4 MALES AND FOR REGULAR GRADE 4 FEMALES (ALL BOARDS)

	MALES		FEMALES			
VARIABLE:	$\bar{X}$	(N)	$\bar{X}$	(N)	F	PR >F
READING (OISE)		(94)		(106)		
TOTAL	12.28		13.13		.56	.4560
PART 1	7.14		7.43		.33	.5691
PART 2	5.14		5.70		1.01	.3161
BLANKS	4.37		4.58		.08	.7777
PERCENT	42.80		44.37		.32	.5739
ATTITUDE		(97)		(103)		
TOTAL	31.94		35.34		6.89	.0093
PART 1	9.25		9.75		1.57	.2115
PART 2	22.68		25.59		8.39	.0042

TABLE 7

ATTITUDE QUESTIONNAIRE

RESULTS OF CHI-SQUARE FOR REGULAR GRADE 4 STUDENTS IN SCHOOL BOARD A (LENNOXVILLE) AND SCHOOL BOARD B

	NO		YES		
	FREQ.	(%)	FREQ.	(%)	PROB.
QUESTION #1					
BOARD A*	51	(46.79)	58	(43.21)	.9285
BOARD B**	42	(46.15)	49	(53.85)	
QUESTION #2					
BOARD A	25	(22.94)	84	(77.06)	.0464
BOARD B	32	(35.16)	59	(64.84)	
QUESTION #3					
BOARD A	14	(12.84)	95	(87.16)	.0579
BOARD B	21	(23.08)	70	(76.92)	
QUESTION #4					
BOARD A	18	(16.51)	91	(83.49)	.9954
BOARD B	15	(16.48)	76	(83.52)	
QUESTION #5					
BOARD A	22	(20.18)	87	(79.82)	.0070
BOARD B	34	(37.36)	57	(62.64)	
QUESTION #6					
BOARD A	13	(11.93)	96	(88.07)	.7884
BOARD B	12	(13.19)	79	(86.81)	

*N = 109

**N = 91

TABLE 7 (continued)

	NO		YES		
	FREQ.	(%)	FREQ.	(%)	PROB.
QUESTION #7					
BOARD A	18	(16.51)	91	(83.49)	.8412
BOARD B	16	(17.58)	75	(82.42)	
QUESTION #8					
BOARD A	64	(158.72)	45	(41.28)	.0272
BOARD B	67	(73.63)	24	(26.37)	
QUESTION #9					
BOARD A	33	(30.28)	76	(69.72)	.4329
BOARD B	23	(25.27)	68	(74.73)	
QUESTION #10					
BOARD A	14	(12.84)	95	(87.16)	.0868
BOARD B	20	(21.98)	71	(78.02)	
QUESTION #11					
BOARD A	32	(29.36)	77	(70.64)	.0470
BOARD B	39	(42.86)	52	(57.14)	
QUESTION #12					
BOARD A	59	(54.13)	50	(45.87)	.0190
BOARD B	64	(70.33)	27	(29.67)	
QUESTION #13					
BOARD A	29	(26.61)	80	(73.39)	.4141
BOARD B	29	(31.87)	62	(68.13)	
QUESTION #14					
BOARD A	42	(38.53)	67	(61.47)	.0134
BOARD B	51	(56.04)	40	(43.96)	

TABLE 7 (continued)

	(a) FREQ.	(%)	(b) FREQ.	(%)	(c) FREQ.	(%)	PROB.
QUESTION #15							
BOARD A	8	(7.34)	65	(59.63)	36	(33.03)	.8980
BOARD B	8	(8.79)	55	(60.44)	28	(30.77)	
QUESTION #16							
BOARD A	9	(8.26)	47	(43.12)	53	(48.62)	.3415
BOARD B	8	(8.79)	48	(52.75)	35	(38.46)	
QUESTION #17							
BOARD A	4	(3.67)	26	(23.84)	79	(72.48)	.0284
BOARD B	8	(8.79)	33	(36.26)	50	(54.95)	
QUESTION #18							
BOARD A	6	(5.50)	27	(24.77)	76	(69.72)	.5571
BOARD B	8	(8.79)	25	(27.47)	58	(63.74)	
QUESTION #19							
BOARD A	4	(3.67)	34	(35.78)	66	(60.55)	.2459
BOARD B	7	(7.69)	38	(41.76)	46	(50.55)	
QUESTION #20							
BOARD A	30	(27.52)	65	(59.63)	14	(12.84)	.7648
BOARD B	24	(26.37)	58	(63.74)	9	(9.89)	
QUESTION #21							
BOARD A	3	(2.75)	10	(9.17)	96	(88.07)	.2339
BOARD B	0	(0.00)	11	(12.09)	80	(87.91)	
QUESTION #22							
BOARD A	6	(5.50)	15	(13.76)	88	(80.75)	.7300
BOARD B	3	(3.30)	14	(15.38)	74	(81.32)	

(a)=least favourable attitude; (c)=most favourable attitude.

TABLE 7 (continued)

	FREQ.	(%)[a]	FREQ.	(%)[b]	FREQ.	(%)[c]	PROB.
QUESTION #23							
BOARD A	8	(7.34)	40	(36.70)	61	(55.98)	.2870
BOARD B	7	(7.69)	43	(47.25)	41	(45.05)	
QUESTION #24							
BOARD A	14	(12.84)	26	(23.85)	69	(63.30)	.0049
BOARD B	2	(2.20)	35	(38.46)	54	(59.34)	
QUESTION #25							
BOARD A	31	(28.44)	11	(10.09)	67	(61.47)	.0412
BOARD B	41	(45.05)	7	(7.69)	43	(47.25)	
QUESTION #26							
BOARD A	8	(7.34)	30	(27.52)	71	(65.14)	.0098
BOARD B	13	(14.29)	38	(41.76)	40	(43.96)	
QUESTION #27							
BOARD A	46	(42.20)	45	(41.28)	18	(16.51)	.0309
BOARD B	50	(54.95)	36	(39.56)	5	(5.49)	
QUESTION #28							
BOARD A	15	(13.76)	76	(69.72)	18	(16.51)	.0539
BOARD B	23	(25.27)	60	(65.93)	8	(8.79)	
QUESTION #29							
BOARD A	24	(22.02)	66	(60.55)	19	(17.43)	.1814
BOARD B	30	(32.97)	50	(54.95)	11	(12.09)	
QUESTION #30							
BOARD A	53	(48.62)	43	(39.45)	13	(11.93)	
BOARD B	53	(58.24)	33	(36.26)	5	(5.49)	.1942

(a)=least favourable attitude; (c)=most favourable attitude.

TABLE 7 (continued)

	FREQ.	(%)	FREQ.	(%)	FREQ.	(%)	PROB.
QUESTION #31	28	(25.69)	65	(59.63)	16	(14.68)	
BOARD A	28	(25.69)	65	(59.63)	16	(14.68)	.4221
BOARD B	17	(18.65)	62	(68.13)	12	(13.19)	
QUESTION #32							
BOARD A	18	(16.51)	66	(60.55)	25	(22.94)	.1547
BOARD B	25	(27.47)	50	(54.95)	16	(17.58)	
QUESTION #33							
BOARD A	37	(33.94)	50	(45.87)	22	(20.18)	.4113
BOARD B	23	(25.27)	47	(51.65)	21	(23.03)	
QUESTION #34							
BOARD A	15	(13.76)	72	(66.06)	22	(20.18)	.0110
BOARD B	28	(30.77)	45	(45.45)	18	(19.78)	

(a)=least favourable attitude; (c)=most favourable attitude.

TABLE 6

DIFFERENCES BETWEEN OBTAINED MEANS FOR GRADES 4 SPECIAL EDUCATION STUDENTS IN SCHOOL BOARD A (LENNOXVILLE) AND SCHOOL BOARD B

	BOARD A			BOARD B				
VARIABLES:	$\bar{X}$	SD	N	$\bar{X}$	SD	N	F	PR >F
READING (OISE)			(35)			(13)		
TOTAL	8.54	4.49		7.38	4.11		1.42	.2403
PART 1	4.83	3.04		3.31	1.75		3.73	.0596
PART 2	3.71	2.65		4.08	2.62		.01	.9430
BLANKS	6.40	11.93		6.62	11.19		.05	.8220
PERCENT	29.00	15.87		24.08	11.09		1.51	.2255
ATTITUDE			(35)			(14)		
TOTAL	30.23	7.40		23.71	10.54		4.49	.0395
PART 1	8.17	2.49		7.14	3.00		.60	.4410
PART 2	22.06	5.91		16.57	8.07		5.67	.0215

TABLE 9

BREAKDOWN OF PUPIL VERBAL EVENTS IN GRADE 4 (LENNOXVILLE)

BY LANGUAGE SPOKEN DURING CLASS AND BY SEX

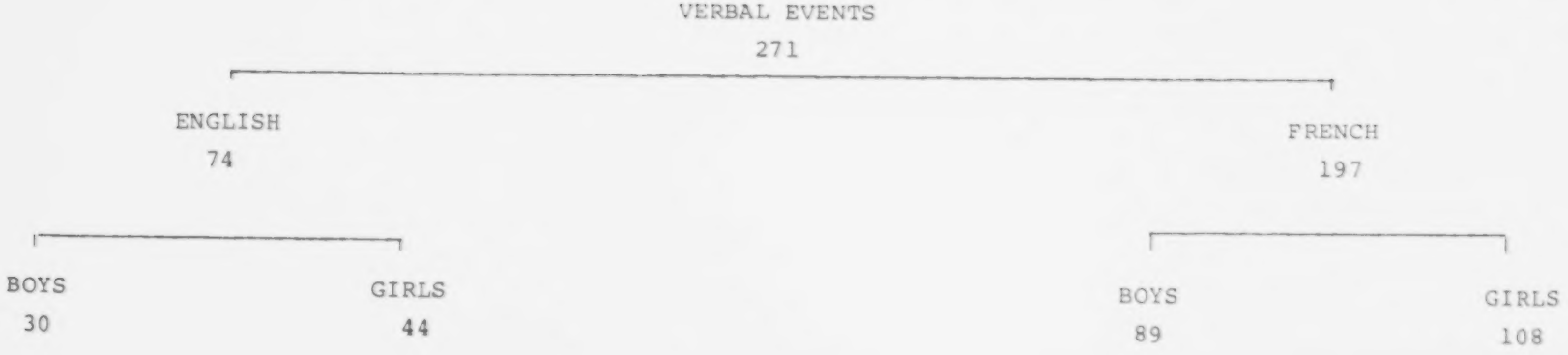

TABLE 10

BREAKDOWN OF PUPIL VERBAL EXCHANGES IN GRADE 4 (LENNOXVILLE) BY PERSON ADDRESSED (TEACHER, PUPIL), BY TYPE OF EXCHANGE (REACTING, INITIATING), BY LANGUAGE AND BY SEX